REPORT RESUMES

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SELF-APPRAISAL AND STUDENT PERSONNEL SERVICES, AMERICAN RIVER JUNIOR COLLEGE. A DEVELOPMENTAL CENTER. FINAL REPORT. (TITLE SUPPLIED).

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THE PURPOSE OF THE STUDY WAS TO GATHER INFORMATION ABOUT THE PROGRAM OF STUDENT PERSONNEL SERVICES AND TO DEVELOP A METHOD FOR SELF-EVALUATION TO BE ADAPTED TO OTHER JUNIOR COLLEGE SITUATIONS. THE "INVENTORY OF STAFF RESOURCES OF SELECTED COLLEGE FUNCTIONS" WAS SELECTED FOR THE STUDY FRAMEWORK TO BE COMPLETED BY 31 STAFF MEMBERS REPRESENTING A CROSS-SECTION OF THE TOTAL STAFF. THIRTY-FIVE FUNCTIONS ARE IDENTIFIED AND DESCRIBED AS TO NEED, SCOPE, QUALITY, AND OPERATIONAL CLASSIFICATION. A SUMMARY REPORT FORM FOR EACH FUNCTION IS REPRODUCED. THE PROGRAM AT AMERICAN RIVER JUNIOR COLLEGE IS WIDE IN SCOPE AND OF BETTER THAN AVERAGE QUALITY. IMPROVEMENT IS NEEDED IN INTERPRETATION AND UNDERSTANDING BY STAFF, IN DEFINITION OF JOB ASSIGNMENTS AND RESPONSIBILITIES, AND IN THE PERFORMANCE OF SERVICE AND INTEGRATIVE FUNCTIONS. PROCEDURAL CHANGES APPEAR TO POSE A PERSONAL THREAT TO SOME PERSONNEL AND DIFFERENCES OF OPINION ARE ACCOMPANIED BY UNEXPECTED AMOUNTS OF EMOTIONAL OVERTONES. RECOMMENDATIONS FOR IMPROVEMENT ARE PRESENTED FOR EACH AREA. (WO)

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STUDENT PERSONNEL
SELF STUDY
AMERICAN RIVER JUNIOR COLLEGE
1964-65

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 04 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 670 009

FINAL REPORT

SELF - APPRAISAL

STUDENT PERSONNEL SERVICES

AMERICAN RIVER JUNIOR COLLEGE

A Developmental Center

Project undertaken as part of

APPRAISAL AND DEVELOPMENT OF JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

Sponsored by:

Carnegie Corporation of New York

Submitted by:

Lorine A. Aughinbaugh
Center Coordinator
Sacramento, California
March 10, 1965

FINAL REPORT

SELF APPRAISAL - STUDENT PERSONNEL SERVICES

AMERICAN RIVER JUNIOR COLLEGE

American River Junior College was selected as one of the six junior colleges in the United States to serve as a "Developmental Center" by the National Committee for the Appraisal and Development of Junior College Student Personnel Programs under the sponsorship of the American Association of Junior Colleges and the Carnegie Corporation of New York. The first request of each of the six centers by the National Committee was to conduct a self-appraisal of student personnel service in as much depth as possible.

As each of the colleges selected was known to have a well developed student personnel program, the centers were instructed that the methods and procedures by which the self study was to be conducted was of greater interest to the National Committee than was the actual data to be collected. Nevertheless, what was to be learned through the study continued to be of major concern at this developmental center. It is anticipated, however, that other junior colleges may be able to profit from the process used to conduct the study.

This report includes:

- A. Brief developmental background of the college and the student personnel program.
- B. General plan for the self appraisal study
- C. Self-appraisal Data
  - 1. Functions
  - 2. Staff Resources
- D. Conclusions and recommendations

Developmental Background of American River Junior College

A belief "in the intrinsic worth of the individual" and a belief that "education in a free society should provide training in skills appropriate to the individual's abilities, and an environment in which to develop those attitudes toward life and society which result in a higher degree of mental, emotional, and social maturity"(1) served as the guiding philosophy of American River Junior College on its organization in 1955. The words appeared, and still do, in a statement of educational philosophy in the Board of Trustees Policy Manual, in the Accreditation Application of 1957 and 1963, and in each Annual Report of the Superintendent.

Provisions to implement the beliefs were built into the organizational structure, as the two major areas of student personnel services were developed.

Counseling. "During his first semester in the college, each student is expected to enroll in an introductory psychology course. The instructor becomes his counselor for his entire stay in the college."(2) The decision to employ psychology instructors who were also qualified educational counselors was based on the belief that each student would thus have an opportunity better to understand himself and his intrinsic worth through (a) the content of a course in psychology, and (b) the establishment of a relationship with at least one member of the faculty which could be continued throughout his enrollment at the college.

Student Activities. Believing that "in a complex and dynamic society ideas are as essential as facts" and that an individual "must have available an environment which stimulates the discovery, exchange, and transmission of ideas"(3) a co-curricular program of student activities was established.

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(1) American River Junior College District Policies and Procedures Manual, August '63
(2) American River Junior College Catalog, 1964-65, page 33
(3) ARJC Application for Accreditation, March 1963, page 11

Total student participation was, and is, a goal of the college. The Board of Trustees took action to implement the goal by approving (a) a weekly schedule which delegates the hours from 11:00 to 1:00 on Wednesday and Friday of each week for club and student association activities, and (b) the assignment of each faculty member to some facet of the co-curricular program. The Board of Trustees has also supported cultural enrichment programs initiated by student groups.

Many changes have occurred during the ten years of the college's existence including an increase in student day enrollment from 533 to 4150; night enrollment from 1689 to 4200; day faculty from 37 to 155; night faculty from 51 to 153; and from rented facilities located in one of the lower socio-economic level areas of the district to a site of 153 acres in a suburban residential area. In spite of these changes, the founding concepts remain unchanges and their implementation through student personnel programs continues to be a basic part of the institution's functions.

The nature of a community in which, and by which, a college is established affects directly or indirectly every facet of the college program. A self study of student personnel functions at American River Junior College must take into consideration this community influence.

The college district covers a 292 square mile area, including nearly all of Sacramento County north and west of the American River. There are 15 community clusters in the district, all unincorporated except for three which have recently been annexed to the City of Sacramento. The underlying school districts feeding into the junior college include over 100 elementary schools and 24 junior and senior high schools. Originally an agricultural area, the district has become primarily a residential community. Most of the citrus and olive groves and grain fields have given way to residential building -

first individual homes, then housing tracts, and most recently duplexes and apartment houses. Many shopping centers have been developed to serve the residential sections. The ARJC district, mainly suburban to Sacramento, encompasses many of the higher-priced residential sections in Sacramento County.

The region has been one of the most rapidly growing areas in California. Its population has more than tripled since 1950, from 81,846 to an estimated 300,000 today. The assessed valuation of the district today stands at $429,499,930. During the life of the college this has represented an average annual increase of 19 percent over each preceding year. In-migration has brought a tremendous increase in school enrollment at all levels. For example, where one high school district had a single high school in 1950 it now has eight.

Each semester a "Characteristics of Day College Students" report(4)(5) is prepared by the Records Office. A comparison of some of the material contained in the Fall, 1959 and the Fall, 1964 reports reflect trends and changes in the student population which may tend to alter student personnel procedures. See Appendix A.

There have been several changes in the administrative structure and personnel during the life of the college and each change has had its effect upon the student personnel program. In 1955 the traditional positions of Dean of Men and Dean of Women were part of the structure, in 1958 the two were combined into one position, that of Dean of Student Activities and a new position of Dean of Guidance and Records was created. Later the work of the Dean of Guidance and Records was absorbed by the Dean of Instruction and the Division Chairman for Counseling and Psychology. In July, 1964, the position of Dean of Student Personnel, long overdue, was approved by the Board of Trustees and for the first time all activities related to students have been brought together under one full time administrator. See Appendix B.

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(4) ARJC "Characteristics of Day College Students" - Fall 1959
(5) ARJC "Characteristics of Day College Students" - Fall 1964

General Plan for Self-Appraisal Study

When asked to do a self study, there was little question about the scope or quality of the total program. There was some concern, however, about the understanding of the program on the part of the current administration, the faculty, and the students. As new members had been added to the student personnel staff some question arose as to their assimilation into the avowed philosophy of student personnel at American River Junior College. There was also some question about the extent to which we were obligated, or could afford, to offer certain auxiliary student personnel functions. How vital were they to the students?

We were asked to have the study completed by March 15, 1965. Our starting date was determined by the initial visit of the Project Director, Dr. James Nelson, on October 27, 1964. This was very close to the beginning of pressure on a large part of our student personnel staff attendant upon end-of-fall semester and start-of-spring semester. We were faced with the practical necessity of doing what was possible in the time available.

1. Study Design

Many questions had to be decided quickly. Should we develop a questionnaire or use material already prepared? Should we attempt a total canvass of the entire staff or work only with members of the student personnel staff? Should students be included? Should we sample personnel staff, faculty, administration and students? Should we cover the entire area of student personnel or select certain specific areas for study in depth? How would the material be collected? Could data be machine processed? How should data be reported? The questions centered around who, how, and what and were answered finally in the following ways.

a. The Inventory of Staff Resources of Selected College Functions (6) was selected as the framework for the study. The cumulative research behind the Inventory, its recency, its availability, and its applicability to the junior college were all factors in its selection.

b. Selection of staff to complete inventories.

Although the present ARJC faculty numbers over 150, only 31 copies of the instrument were available at the time it was necessary to start the study. It was decided that the participants should represent as diversified talents as possible, and staff members in their first year of employment would not be included.

Three teams were selected:

a general evaluation team; each of whom would complete a copy of the inventory.

a student personnel staff team, each of whom would complete a copy of the inventory as well as collecting empirical evidence when possible on assigned items,

and

a report and analysis team, whose members would not complete an inventory, but who would be responsible for developing a tabulation and report form, as well as summarizing the data on the inventories completed by the other two teams.

The composition of the three teams was as follows:

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(6) Raines, Max, Inventory of Staff Resources of Selected College Functions, October, 1964

(1) General Evaluation Team:

- (a) Ten Faculty Members
  - 1) Eight Division Chairmen
  - 2) Chairman of Faculty Senate
  - 3) President of Faculty Association
- (b) Ten Counselors
  - 1) Nine day counselors (½time psychology instructors)
  - 2) One evening counselor
- (c) The President of Student Body
- (d) Three Administrators
  - 1) District Superintendent
  - 2) Dean of Instruction
  - 3) Director of Public Information

(2) Student Personnel Staff Team:

- (a) Dean of Student Personnel Services
- (b) Associate Dean of Student Activities
- (c) Coordinator of Student Activities
- (d) Recorder (member of Classified Staff)
- (e) Chairman of Psychology Division (also a counselor)
- (f) Counselor (Participant in Student Orientation Programs)
- (g) School Nurse

(3) Report and Analysis Team:

- (a) Three counselors - trained in experimental research methods - two on staff two years - one on staff seven years.

(b) One Division Chairman - Social Science (formerly a counselor and dean of men) instructor in statistics, on staff ten years.

(c) One Developmental Center Coordinator - Coordinator of Counseling, on staff nine years.

c. It was also decided that the request for assistance on the self-analysis study should be presented in such a way that the project would be understood to have official college sanction. Accordingly, the Dean of Student Personnel Services(7) invited all selected staff members to attend a meeting in the Faculty House at 2:00 p.m. on November 23, 1964. Those who were unable to attend were asked to indicate if they were interested so they could be contacted later. All but six were in attendance and all of these six indicated an interest in participation. They were interviewed the following day by the Center Coordinator.

The meeting was turned over by the Dean of Student Personnel Services to the Center Coordinator, who

(1) Reviewed the purpose and plans of the National Study Committee for Appraisal and Development of Junior College Student Personnel Work.

(2) Outlined plans for the American River Junior College Self Analysis Study.

(3) Explained the team assignments:

(a) All General Evaluation Team members were to complete the yellow pages of the Inventory. It was strongly recommended that Division Chairmen and presidents of organizations complete their inventories with the assistance of others in their division or organization. Group participation would increase the number of people involved and make it possible for some in-service training in the functions of student personnel.

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(7) See Appendix C

All counselors on the team were to complete the green personal information section as well.

(b) Each Student Personnel Team member was to complete the entire form, green and yellow sections, and to provide empirical evidence whenever possible on the functions assigned to him for special study. The Center Coordinator delegated each function to the team member judged to be most closely related to the function or to one who supervised others who were. (A few of the functions were exchanged among members of the team as the study progressed.)

(4) Set Deadlines for Reports:

(a) December 4, 1964 for General Evaluation Team

(b) December 9, 1964 for Student Personnel Team

(5) Asked that all reports be returned to Dean's office marked; faculty, student personnel, administration, or student.

(6) Explained that the green personal section would be removed prior to tabulation of the yellow pages as some questions were raised about the confidentiality of replies turned in by student personnel staff.

d. The Report and Analysis Committee met several times prior to the December 4, 1964 deadline;

(1) To discuss and determine methods for tabulating the reports to be submitted by the General Evaluation Team and the Student Personnel Staff Team. Although data processing equipment was available on campus, staff and machine time were not available during this period. The college was in the process of converting many student record functions to the new 1620 program. Therefore, much of the tabulation had to be done by hand and this reduced the types of information which were sought.

The two major groups of replies were from student personnel workers and from faculty members. Each of the 31 replies to the 35 items on the Inventory was separated according to group and then tabulated. The percentage of similar replies was computed. It was expected that the heart of the study would lie in evidence of agreement or disagreement in staff perceptions, studied in relation to existing empirical evidence concerning the effectiveness of certain procedures and their acceptance or rejection by the staff.

(2) To develop a form which would contain the following information for each of the 35 functions delineated in the Inventory:

(a) List the function

(b) Quote the staff assignment of function (if available) from the ARJC Board Policy Manual or the ARJC Accreditation Report.

(c) Summarize the procedure for implementation as currently practiced at American River Junior College

(d) Report the reaction of various staff groups to the quality, scope, etc., of the function at ARJC
   1) as tabulated from completed inventories
   2) as summarized from comments about function from completed inventories.

(e) Compare the rating of the Student Personnel group with the frequencies reported on the revised "Developmental Guidelines" wherever possible.

(f) Present whatever empirical evidence is available in support of (4a), (4b), or opposed to (4a), (4b).

(g) Recommend:
   1) Continuation of function as is
   2) Deletion
   3) Expansion
   4) Change of procedure
   5) Other

During the early part of January 1965, a report sheet for each function was developed (Appendix D) and the 35 functions were divided among four members of the Report and Analysis Team for study and report. The fifth member of the group worked on a summary of the personal data material submitted by 15 student personnel respondents. After the completion of the study of the first 15 functions, the form was redesigned. The revised form has been used to report the data prepared from the material gathered by the Research and Analysis Team in C-1.

C. Self Appraisal Data

1. Functions

The Inventory of Staff Resrouces of Selected College Functions booklet was distributed as planned to 31 members of the staff and student body. Thirty of the forms were returned by December 9, 1964 and the tally of the results was completed prior to Christmas vacation by the four members of the Report and Analysis Team. One of the student personnel reports was not returned in time to be included due to illness of the expected participant.

The Inventory given to the President of the Student Body was completed by a group of student council members in a special evening meeting called by the president. The student replies have been included, therefore, as a representative group reaction and have been quite helpful in adding one more dimension to the self study of student personnel function at American River Junior College.

Points to consider when reviewing the data sheets which follow:

a. The percentage of replies for the three groups came from a different base; Administrative - 3, Faculty - 10 and Student Personnel - 16.

b. The Guidelines Summary was not as complete or as useful as had been expected when the comparison was planned for each function.

c. A competent student personnel staff may tend to down-grade its own performance in light of its high personal expectancies.

d. The lack of total student personnel involvement in certain student personnel functions must be viewed against the specialized assignments of part of the staff members, i.e., some are counselors and some are student activity specialists.

2. Staff Resources

The personnel data sections of the original inventory were reviewed and summarized by the one member of the Report and Analysis Team - (Division Chairman, Social Science) - who was not a member of the current student personnel staff. It was felt that summary of the staff strengths and weaknesses done by a relatively uninvolved participant would shed some information which could be used in the following ways:

a. In future student personnel recruitment practices

b. As a basis for in-service training programs

c. As a further source of information which might make more meaningful certain student personnel reaction reported in C-1.

STUDENT PERSONNEL FUNCTIONS

DATA SHEETS

ARJC
1/15/65

Selected Student Personnel Function Number I

1. Function title The Pre-College Informational Function

2. Function Assigned to Director of Public Information &Coordinator of Counseling

3. Current implementation at ARJC (Summarize)

The Director of Public Information develops brochures, pamphlets, news releases, tec., which are used to alert the public to the colleg's purpose and program. The Coordinator of Counseling is charges with the responsibility of organizing an effective articulation program with the counselors of the feeder high schools. Assistance is sought of other staff especially in Voc-Technical areas.

Based upon written policy yes where Board Policy Manual accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B	100% G	SP 66-CN 33 (SP, Pr, GA)
S.P.		93% B & VB 6% InB	100% G & VG	SP 50-CN 50 (SP, PR, GA)
Fac.		80% B & VB 20% InB & Ltd.	90% G & VG 10% InB	SP 30-CN 70 (SP, PR, GA)
Stu.		100% B	100% VG	CN 100 (SP, PR)

b. Comment summary - Administration Need to evaluate the effectiveness of publications prepared for this function.

Student Personnel Function primarily a responsibility of Student Personnel through liaison counselor assigned to each high school. Assisted by Citizen's advisory Comm., Public Relations activities, Faculty Speader's Bureau, participation in area committees, etc.

Faculty A grand job is done by Student Personnel Services for the college as a whole.

Students The Student Association has set up a program whereby a student and faculty panel visits neighboring high schools to acquaint the students with the junior college programs.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration		
Student Personnel		
Faculty		

Explain major differences, if any exist Not rates on Guidelines

6. Note empirical evidence submitted by staff when available:

"What About College?"
Technical & Industrial Education Opportunities at ARJC

7. Recommendations:

There seems to be general agreement that this function is adequately covered by those to whom assigned. Continued effort should be made in evaulation of current methods and procedures. Involvement of more students is urged.

Submitted by Lorine Aughinbaugh

Date January 16, 1965

ARJC
1/15/65

Selected Student Personnel Function Number II

1. Function title The Educational Testing Function

2. Function Assigned to Coordinator of Counseling & Division Chairman

3. Current implementation at ARJC (Summarize)

Coordinator of Counseling organize and supervise the administration of the admission (and placement) testing program.

Counselors study needs, interests, abilities, achievements, and aptitudes of each counselee in order to assist the college in fulfilling its obligation to student.

Based upon written policy______ where____________________ accepted practice________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		67%B	100%G	SP 100%
S.P.		80%B&VB	80%G&VG	SP 50-GA 13 CN 37 (SP,AI)
Fac.		80%B&VB	90%G	SP 50-PR 30 CN 20 (SP,AI)
Stu.		100$VB	100%/G	CN 100 (SP,AI)

b. Comment summary - Administration Improvement needed in developing normative data for the college and in follow up study.

Student Personnel (63% involved) All entering students are given SCAT and English Coop for placment and counseling purposes. More information needed for placement in vocational technical areas and more attention should be given to normative data already collected.

Faculty (60% involved) Understand that this is well done.

Students No comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist

6. Note empirical evidence submitted by staff when available:

Tests Available
Budget request for 1965-66 for Tests
Outline of Testing Workshop
ARJC Guidance Record-Test Result
Characteristics of Day College Students, Fall 1964

7. Recommendations:

(a) More research time be devoted to test validation and local norm development through well designed statistical studies.
(b) Better use of available test information on individual students by faculty not assigned to student personnel work.

Submitted by Lorine Aughinbaugh

Date February 12, 1965

ARJC
1/15/65

Selected Student Personnel Function Number III

1. Function title The Applicant Appraisal Function

2. Function Assigned to Dean of Student Personnel

3. Current implementation at ARJC (Summarize)

Student applies for admission. Records are evaluated and sent to Counseling. All special situations are brought to attention of Coordinator of Counseling or Dean of Student Personnel for action. Letters are sent to students needing remedial program to prove ability to profit from instruction. Special hearing sessions are arranged for formerly disqualified students by Coordinator of Counseling.

Based upon written policy______ where__________________ accepted practice Yes

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B & VB	100% G	100% SP
S.P.		88%B&VB	93%G&VG	SP 37 - GA 6 CN 57 (AI, SP, GA)
Fac.		90%B&VB	100%G&VG	SP70 - CN30 (AI, SP, GA)
Stu.		100%VB	100%VG	SP100%

b. Comment summary - Administration None

Student Personnel (63% involved) After records are processed through Admissions, all students are admitted, but each student is recommended for a certain placement level.

Faculty (60% not involved) A fine tooth comb is used in day program. The adult in evening program needs more screening.

Students No comment.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration		
Student Personnel		
Faculty		

Explain major differences, if any exist Not included in Guidelines.

6. Note empirical evidence submitted by staff when available:

Application for Admission
Report of General Medical Examination
Three Part Admission Form
ARJC Guidance Record
Petition for Admission
Residence Statement
Provisional Enrollment Permission Form
ARJC Admission Evaluation
ARJC Student Folder

7. Recommendations:

The material from the application is picked up on an IBM Personal History Card from which all student characteristics are summarized and studied. It is recommended that more complete analysis of this information be made in relation to placement and ultimate success in college.

Submitted by Lorine Aughinbaugh

Date February 15, 1965

ARJC
1/15/65

Selected Student Personnel Function Number IV

1. Function title The Applicant Consulting Function

2. Function Assigned to Counselors

3. Current implementation at ARJC (Summarize)

Pre registration Consulting Function: Student takes entrance battery, is notified of appointment for counseling. Appears with his copy of the college catalog (group of 30-50 students) He is given his folder containing the results of his exams and a work sheet. He attends an orientation session, has his exam scores interpreted, is given information pertaining to scheduling, load requirements, academic standards and other information. Makes out his own course schedule, than individually consults with a counselor regarding it. He returns later, just prior to the beginning of the semester, for registration where counselors are again available for consultation and course changes, if needed.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100%B&VB	100%G&VG	SP100%
S.P.		100%B&VB	94%G&VG	SP 81%
Fac.		100%B&VB	70%G&VG	SP 100%
Stu.		100%VB	100%VG	SP 100%

b. Comment summary - Administration (66% not involved) Sheer numbers of students are reducing the effectiveness of this function.

Student Personnel (75% involved) Very well organized program which continues to be evaluated and improved for effectiveness. High school liaison, orientation prior to planning, actual program planning with counselor, orientation in psych. classes, and open door to counselor.

Faculty (70% occasional contributor) Subject area specialists are not used to the extent that they might be in this.

Students No comment

5. Is reaction of consistent with the Guidelines Survey	YES	NO
Administration		
Student Personnel		
Faculty		

Explain major differences, if any exist Not included in Guidelines

6. Note empirical evidence submitted by staff when available:

Outline of Orientation Lecture
Pre-Registration Planning Sheet
Campus Map
Sacramento State College Requirements
PrePlanning Schedule
Registration Appointment Card

7. Recommendations:

The difference noted in comments above indicate that more careful communication regarding this activity, most of which takes place during the summer months, (when faculty are not available to be used) needs to be maintained with all staff members.

Submitted by Lorine Aughinbaugh

Date February 14, 1965

ARJC
1/15/65

Selected Student Personnel Function Number V

1. Function title The Student Inductive Function

2. Function Assigned to Associate Dean of Student Activities & Coordinator of Counselin

3. Current implementation at ARJC (Summarize)

The Student Activities Office has a student handbook that each student receives. At the time he receives his pre-registration counseling appointment he is also invited to a get-acquainted night the first week of school.

During the first week of school, known as "Hello Week," additional orientation is carried on through his psychology class, and he is given released time to learn about and sign up for club activities. Convocation Assembly held each fall.

Based upon written policy Yes where Board Policy Manual accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		66% B	66 % G	SP 66 - CM(PR&SP)
S.P.		63%B&VB	75%G&VG	SP 43-CN 43 (GA, PR)
Fac.		50%B&VB 50%InB&P	40%G&VG 60%InB&P	SP 70%
Stu.		100%B	100%G	O(Stu.Assn.)

b. Comment summary - Administration This is accomplished after start of classwork in psychology classes.

Student Personnel (68% involved) Student Association through Student Activities takes main responsibility here. Frosh Night, Rally & Convocation Assembly all part of the inductive process. Student Activities invite high school students to visit Student Council meetings, etc.

Faculty (60% occasional contributor) Don't know how thoroughly this is accomplished. Newly implemented. Leaves a lot to be desired.

Students (Student Association 100% Active Participation) We have used the Student Association to work in this field.

5. Is reaction of consistent with the Guidelines Survey	YES	NO
Administration		X
Student Personnel	X	
Faculty		X

Explain major differences, if any exist Lack of understanding and communication about what is actually being done.

6. Note empirical evidence submitted by staff when available:

Invitation Letter to Frosh Nite
ARJC 1964 Football Schedule
Frosh Nite Program, 1964
Schedule of Club Meetings, Fall 1964,
Beaver Handbook, 1964-65

7. Recommendations:

Answers indicate lack of understanding of function. Although the Student association takes major responsibility for this function, more use of returning students for orientation during summer and in psychology classes should be tried.

Submitted by Lorine Aughinbaugh

Date February 13, 1965

ARJC
1/15/65

Selected Student Personnel Function Number VI

1. Function title The Student Registration Function

2. Function Assigned to Dean of Student Personnel & Coordinator of Counseling

3. Current implementation at ARJC (Summarize)

Preparation for and handling of special problems during registration is done by counselors under the supervision of the Coordinator of Counseling. All record processing, facilities for registration, and statistical reports related to demographic information is under the supervision of the Recorder. Both staff members are under direct supervision of Dean of Student Personnel.

Based upon written policy in part where Board Policy Manual accepted practice X

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100%B&VB	100%G&VG	SP 67-AI 33
S.P.		94%B&VB	80%G&VG	SP 50-CN 50 (AI,GA)
Fac.		100%B&VB	80%G&VG	SP 50-CN 50 (AI,GA)
Stu.		100%VB	100%VG	GA 100

b. Comment summary - Administration Primary emphasis in Student Personnel but instructors have taken more active role in recent years.

Student Personnel (70% involved) Progress is continuing - students are helped to take more personal responsibility, evaluation and revision of forms continues and is good. Extensive use of data processing equipment saves clerical tasks. Best I've seen.

Faculty (60% not involved) Highly efficient. Registration procedures still leave much to be desired.

Students No comment.

5. Is reaction of consistent with the Guidelines Survey	YES	NO
Administration		
Student Personnel		
Faculty		

Explain major differences, if any exist Not included in Guidelines

6. Note empirical evidence submitted by staff when available:

Latest withdrawal statistics showing 7.9% is indication students are getting into the correct courses and staying to finish semester.

Characteristics of withdrawal students, Fall 1964
ARJC Class Card
ARJC Admit Card
Trial Program
Grade Report
Report of Unsatisfactory Work
Schedule of Classes, S pring 1965

7. Recommendations:

Regular meetings are held to review practices and procedures. These efforts should be continued to refine and improve all segments of the Student Registration Function, although it is far superior to the usual program. Additions to IBM Hardware should be made as soon as financially possible.

Submitted by Lorine Aughinbaugh

Date February 15, 1965

ARJC
1/15/65

Selected Student Personnel Function Number VII

1. Function title The Personnel Records Function

2. Function Assigned to Dean of Student Personnel, Coordinator of Counseling, Counselor

3. Current implementation at ARJC (Summarize) A student folder is prepared when the student completes the first admission requirement. Before admitting the student, the jacket contains his transcript from high school and all colleges previously attended, and a guidance record showing placement test scores.

The folder remains with the studen's counselor for the duration of his enrollment. During this time, all communications to and from faculty and student are filed in the folder, as well as anecdotal record kept by counselor. The information builds a fairly complete record of the individual's scholastic record.

However, for future employment and senior college questionnaires, it would be helpful to have a more complete record of employment in the folder.

Based upon written policy Yes where Board Policy Manual accepted practice ______

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		66%B	100%G	SP 100%
S.P.		80%B&VB	75%G&VG	SP 63-CN 37 (GA,AI)
Fac.		80%B&VB	80%G&VG	SP 60-CN40 (GA,AI)
Stu.		100%B	100%G	SP 100%

b. Comment summary - Administration No comment.

Student Personnel (75% involved) Basic information kept on all students in file (grades, test scores, petitions, etc) Additional information at descretion of counselor.

Faculty (70% not involved) No comment.

Students No comment.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist

6. Note empirical evidence submitted by staff when available:

1. Planning schedule for each term
2. Mid-term grade reports
3. Final grade reports
4. Request for counseling (from instructors)
5. Petition for program change
6. Graduation petition
7. Memos to instructors
8. Counseling record
9. Petition to drop school
10. Petition for Honors Class
11. Petition for concurrent enrollment
12. Student Activities & Awards (when student leaves school)

7. Recommendations:

Additional clerical help should be provided to counselors so that less of their time is required to maintain an adequate individual personnel guidance jacket. The current procedures collect needed data, but it is not always well organized within the guidance jacket.

Submitted by Lorine Aughinbaugh

Date February 10, 1965

ARJC
1/15/65

Selected Student Personnel Function Number VIII

1. Function title The Group Orienting Function

2. Function Assigned to Counselor - Instructor

3. Current implementation at ARJC (Summarize)

During his first semester in the college, each student is expected to enroll in an introductory psychology course. The instructor in the class becomes his counselor for his entire stay at the college. The counselor is responsible for group orientation first week of school, for vocational guidance, for recommendation of registration into study skill and vocational survey courses.

Based upon written policy in part where Board Policy Manual-ARJC Cat accepted practice X

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100%B&VB	100% G	CN 100(SP,AI)
S.P.		80%B&VB	94%G&VG	SP 57-CN 43 (SP,AI)
Fac.		100%B&VB	100%G&VG	SP 30-CN 70 (SP,AI)
Stu.		100%B	100% G	SP 100%

b. Comment summary - Administration Psychology & counseling - this is a joint responsibility in our operation.

Student Personnel (94% involved) Function has been of major concern since college was established and has support of entire staff. Counseling service has been developed around this function. Many special programs - Psych 50, 70, 85, multiple counseling.

Faculty (50% not involved) In psych classes only - minor try this year on freshman orientation night.

Students During the first part of the school year we concentrate these activities in the psychology classes. Occupational information is an important part of these classes.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist

6. Note empirical evidence submitted by staff when available:

Course outlines

Psychology 1A
Psychology 51
Psychology 85

7. Recommendations:

Continue the development of this program. It is strongly recommended that additional audio visual aids be developed, especially for the Pre-Registration Orientation program.

Submitted by Lorine Aughinbaugh

Date February 17, 1965

ARJC
1/15/65

Selected Student Personnel Function Number IX

1. Function title The Student Advisory Function

2. Function Assigned to Counselors and Faculty

3. Current implementation at ARJC (Summarize)

The counselor assists the counselee to plan a long-term program in learning with his potentialities and opportunities. The counselor relays to instructors pertinent information regarding counselees. The counselor periodically analyzes the achievement records of each counselee and initiates interview, follow-up and remedial procedures where appropriate. The counselor also counsels with the students who come for help on personal, social, educational problems, vocational problems, and assists in developing an effective occupational information service for students, and approves counselee's semester registrations and program changes.

Based upon written policy yes where Board Policy Manual accepted practice ______

4a.

Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B & VB	100% G	SP 33-CN 66 (SP,AI)
S.P.	6% NP	82% B & VB	94% G & VG	SP 88-GA 6
Fac.		90% B & VB	60% G & VG 40% InB	SP 50-CN 50 (SP,AI)
Stu.		100% B	100% G	SP 100%

b. Comment summary - Administration No comment

Student Personnel (80% involved) The counseling program is devised so that all students have a counselor-instructor whom they know. The counselors and subject area specialist work closely together regarding special problems. Each division receives a list of its majors each semester so that general information regarding the major field may be given to these students.

Faculty Subject area specialists are not involved in this function. Guidance instructors are involved. (50% faculty involved)

Students No comment.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist None apparently exist that are of significance

6. Note empirical evidence submitted by staff when available:

Student Planning Sheet
Preplanning Schedule
Administrative Drop Slip
"Psychology Majors, Fall 1964"
Sacramento State College Requirements
Faculty Occupational Directory

7. Recommendations: Instructor's Job Description: "3. When possible, give personal assistance to students in problems which they present. Inform counselors of students who are scholastically deficient, and report to appropriate counselors or deans other problems involving students which need special attention."

Although the faculty are assigned an advisory function, continued effort is needed to help all faculty members understand their responsibility in this area, especially as it relates to students majoring in their field.

Submitted by Lillian Gallichio

Date February 18, 1965

ARJC
1/15/65

Selected Student Personnel Function Number X

1. Function title The Student Counseling Function

2. Function Assigned to Coordinator of Counseling and Counselors

3. Current implementation at ARJC (Summarize)

The present main element of the counseling program at ARJC includes (a) Pre admission counseling at high school, (b) orientation and pre registration planning (c) assistance at registration and with program adjustments, (d) placement in special classes such as Psychology 70, 51, 85 and (e) in special programs such as Student Activities or multiple counseling groups, (f) referal to county, state, and private agencies when needed (g) interpreting of tests, academic status and college achievement, (h) planning with student each semester as he selects courses to meet transfer or vocational requirements, (i) approval of graduation petition and letters of recommendation to employers, scholarship committees, etc.

Based upon written policy yes where Faculty Manual-ARJC Catalog accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B & VB	100% G & VG	SP 100%
S.P.		76% B & VB 24% InB	75% G & VG 25% InB	SP 88-CN 12 (SP,AI)
Fac.		90% B & VB	90% G & VG	SP 100%
Stu.		100% VB	100% VG	SP 100%

b. Comment summary - Administration No comment

Student Personnel (50% involved) Although we have a strong counseling program manned by well qualified counselors, the case load of 175 forces emphasis on educational planning with very little time left for personal counseling.

Faculty (90% not involved) Good in some phases, poor in others.

Students No Comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist

6. Note empirical evidence submitted by staff when available:
Counselor's Manual Table of Contents

7. Recommendations:

Continue efforts to reduce the case load of each counselor, to increase the amount of clerical assistance, and to clarify the role of the counselor in the educational setting. At present a philosophical difference exists between those who feel counseling is an activity reserved for students with personal problems and those who feel that all students should be provided with educational, vocational, and personal counseling.

Submitted by Glenn Mapes & Lorine Aughinb

Date February 12, 1965

ARJC
1/15/65

elected Student Personnel Function Number XI

Function title Occupational Information

. Function Assigned to Coordinator of Counseling, Placement Counselor, Counselors & Librarian

. Current implementation at ARJC (Summarize)

Vocational film maintained in Counseling Center and Library, Psych 51, Placement Counselor's solicity of jobs, follow up of departed students, routing of pertinent vocational information to counselors and division chairmen.

ased upon written policy Yes where Board Policy Manual accepted practice ________

4a.

Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% InB&Ltd.	33% VG 67% InB	SP 100%
S.P.	10% NPRess. D Have	44% B&VB 46% InB	37% G&VG 63% InB	SP 50-CN 50 (SP,GA)
Fac.		20% B&VB 80% InB&Ltd.	10% G 90% InB	SP 50-CN 50 (SP,GA)
Stu.		100% Ltd.	100% G	SP 100%

b. Comment summary - Administration (67% involved) no comment

Student Personnel (63% involved) Courses are available, reference materials are inadequate, service needs greater emphasis and organization.

Faculty (40% not involved) no comment

Students no comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	___	___
Student Personnel	___	___
Faculty	___	___

Explain major differences, if any exist Not included in Guidelines

6. Note empirical evidence submitted by staff when available:

New Vocational Materials Listing, Fall '64

7. Recommendations:

Develop an overall plan of organization for this function which might include:

1. More active work of each division with its majors.
2. More complete library files.
3. Efforts be continued to enlist the support of the faculty in a Vocational Fair each year. To date they have felt the press of other responsibilities did not permit this type of activity.
4. Continued development of resources in counseling area (materials & staff)
5. More students urged to enroll in Vocational Survey Course.

Submitted by Glenn Mapes

Date February 12, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXI

1. Function title Coordinator of Counseling and counselors.

2. Function Assigned to

3. Current implementation at ARJC (Summarize)

Each student discusses his placement test scores and his former academic record with a counselor prior to registration at which time certain remedial type courses are recommended if felt desirable. Communications from faculty, and difficulty with course work reported by students lead to further course recommendations by counselors. The college offers remedial work in English, Math, and Psychology (Academic Survey and Study Skills)

Based upon written policy yes where Board Policy Manual accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		67% B	67% G&VG	SP 33-CN 67 (SP,AI)
S.P.		82% B&VB	90%G&VG	SP 37-AI 6 CN 57 (SP,AI)
Fac.		90% B&VB	90% G&VG	SP 50- CN 50 (SP,AI)
Stu.		100% VB	100% VG	SP 100%

b. Comment summary - Administration (66% involved) No comment

Student Personnel (63% involved) Several courses serve this function as do placement exams. Concentrated effort in this function.

Faculty (50% not involved) No comment

Students No comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration		
Student Personnel		
Faculty		

Explain major differences, if any exist Not included in Guidelines

6. Note empirical evidence submitted by staff when available:

Research

Psychology 50-1A Survey, Spring 1963
Class Placement Questionnaire, Fall 1962
Math 24A Survey, Spring 1963

Work is being done at present on English X, English 52 and Psychology 70 placement.

7. Recommendations:

Although a great deal of effort has been expended by faculty to develop remedial courses and counselors work to see that students take advantage of these courses, no adequate follow up has been done to access the success of this type of program.

1. Intensive follow up needed for each course.
2. Workshop of all involved faculty and counselors to develop more adequate criteria for placement and reasonable expectancies from courses.

Submitted by Glenn Mapes

Date February 18, 1964

ARJC
1/15/65

elected Student Personnel Function Number XIII

1. Function title Basic Skill Development

2. Function Assigned to Counseling, Psychology and various divisions.

3. Current implementation at ARJC (Summarize)

Counselor assistance of students individually and in orientation; recommendation of following courses: Psych 85, 70, 50, English A, B, C, X, 50, 52, Engr. A. Math A & B, Chem A, Alpha Gamma Sigma tutoring and many terminal courses.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		33%B 67% InB	33% VG 67% InB	AI 33-CN 67 (SP,AI)
S.P.		76% B&VB	87% G&VG	AI 19-SP 13 CN 68 (AI, SP)
Fac.		70% B&VB	90% G&VG	AI 20-CN 80 (AI,SP)
Stu.		100% VB	100% VG	AI 100%

b. Comment summary - Administration (67% involved) No comment

Student Personnel (63% involved) The several remedial courses provide a substantial program.

Faculty (80% involved) No comment

Students No comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration		
Student Personnel		
Faculty		

Explain major differences, if any exist Not included in Guidelines

6. Note empirical evidence submitted by staff when available:
Research under way for Psychology 70, English X and English 52.

7. Recommendations:

Attention should be given to the usefulness of the basic skills developed. In some cases the skills which are concentrated upon may be irrevelent to the realistic needs of the students. A learning-reading lab is needed and more experimental work should be done with programmed learning in many instructional divisions.

Submitted by Glenn Mapes

Date February 18, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XIV

1. Function title The Academic Regulatory Function

2. Function Assigned to Dean of Instruction

3. Current implementation at ARJC (Summarize)

(a) Curriculum Committee recommends probation policies, pre-requisite courses, and acceptable patterns of major fields of study for Board of Justice action.

(b) Dean of Student Personnel Services, Admission Offices and indirectly the counselor, implement the probation policies and approved AA degree candidates.

(c) Instructors and Dean of Instruction handle regulatory functions arising from classroom activity.

Based upon written policy yes where Board Action accepted practice

4a.

Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		82% B&VB 18% InB	100% G&VG	SP 100%
S.P.		82% B&VB 18% InB	100% G&VG	GA 10-SP 20 CN 70 (GA,AI)
Fac.		100% B&VB	100% G&VG	GA 25-CN 75 (GA,AI)
Stu.		100% VB	100% VG	CN 100 (AI,GA,SP)

b. Comment summary - Administration (67% involved) no comment

Student Personnel (63% not involved) Policies are adequate but continued evaluation of probation, readmission policies should be maintained.

Faculty (70% involved) No comment

Students No comment.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	x	
Student Personnel		x
Faculty		x

Explain major differences, if any exist Our rating "good", not "very good".

6. Note empirical evidence submitted by staff when available:

Admissions Requirements and Procedures
Schedule of Classes - Fall, 1964, page 2-7
Schedule of Classes - Spring, 1965, page 2-4
Scholastic Probation Policy Summaries 1962-63, 1963-64

7. Recommendations:

That a joint Student Personnel Advisory and Curriculum Committee be formed to recommend academic regulations to the Dean of Student Personnel and Dean of Instruction for consideration by the Board of Trustees.

Submitted by Betty Robinson

Date February 17, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XV

1. Function title The Social Regulatory Function

2. Function Assigned to Associate Dean of Student Activities

3. Current implementation at ARJC (Summarize)

(a) Student Association and Board of Justice cooperate with Dean to enforce most social regulations.

(b) Classroom teachers police code dress.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a.

Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		67% B & VB 33% InB	66% VG 34% InB	SP 67-CN 33 (SP,GA
S.P.		73% B & VB 27% InB	70% G & VG 30% InB	SP 19-GA 43 CN 38 (SP,GA)
Fac.		70% B & VB 30% InB	70% G & VG 30% InB	SP 70-CN 30 (SP,GA)
Stu.		100% B	100% G	CN 100 (GA, Stu. Assn)

b. Comment summary - Administration (100% involved) No comment

Student Personnel (63% not involved) On the whole, a good job, but some penalties seem to public.

Faculty (50% involved) Sometimes seems inconsistent.

Students The Student Association deals with these activities, placing most of the responsibility with the organized Board of Justice.

5. Is reaction of   consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel		X
Faculty		X

Explain major differences, if any exist Our rating "good" instead of "very good".

6. Note empirical evidence submitted by staff when available:

Student Activity Program, 1963-64
Beaver Handbook, 1964-65

7. Recommendations:

More publicity about code of behavior and penalties directed toward both faculty and students.

Submitted by Betty Robinson

Date February 17, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XVI

1. Function title Student Self-Governing Function

2. Function Assigned to Associate Dean of Student Activities

3. Current implementation at ARJC (Summarize)
Students have Council, Inter Club Council and Board of Justice which assesses penalties for infringement of rules. They participate in leadership conferences on a local and state level. (Student Body Charter granted by Board)

Based upon written policy yes where Board Policy Manual accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B&VB	100% G&VG	SP 100%
S.P.		100% B&VB	100% G&VG	SP 50-CN 40 (GA, O)
Fac.		100% B&VB	100% G&VG	SP 50-CN 50 (GA, O)
Stu.		100% VB	100% VG	SP 100

b. Comment summary - Administration No comment

Student Personnel Generally good with involvement of many students and faculty.

Faculty Seems to be a struggle

Students No comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel		X
Faculty	X	

Explain major differences, if any exist Student Personnel tended to rate "good" instead of "very good"

6. Note empirical evidence submitted by staff when available:

a. Leadership Conference each semester
b. Beaver Handbook

7. Recommendations:

Continue efforts to involve more of the full time students in leadership roles. This might be done through systematic early recommendations by counselors of students with leadership potential to Assistant Dean of Student Affairs.

Submitted by Betty Robinson

Date February 25, 1965

Selected Student Personnel Function Number XVII

Function title Co-Curricular Activity Function

2. Function Assigned to Various faculty members accoring to their field of interest.

3. Current implementation at ARJC (Summerize)

Each faculty member as a part of his regular assignment after the first year has a co-curricular assignment as an advisor of a student group, or is responsible for a facet of the general co-curricular program according to his field of interest. The Coordinator of Student Activities cooperates with faculty sponsors in developing the club program, art festivals, symposiums, film festivals, and student assemblies.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B&VB	100% G&VG	CN 100(GA,SP)
S.P.		87% B&VB	100% G&VG	CN 62 (GA,SP)
Fac.		100% B&VB	• 100% VG	SP 40-CN 60 (AI,SP)
Stu.		100% VB	100% VG	SP 100%

b. Comment summary - Administration (100% involved) No comment

Student Personnel (69% involved) Very good program

Faculty (90% involved) Works well.

Students (involved) No comment

5. Is reaction of consistent with the Guidelines Survey	YES	NO
Administration		X
Student Personnel		X
Faculty		X

Explain major differences, if any exist Our program rated higher by all groups.

6. Note empirical evidence submitted by staff when available:
   a. Survey of Participation in Activity Program, ARJC, Fall 1963
   b. Annual Student Activities and Cultural Enrichment Report, 1963-64

7. Recommendations:
   Continue to work for excellence in a well developed program which reflects a major philosophical concept of the college.

Submitted by Betty Robinson

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XVIII

1. Function title The Citizenship Activity Function

2. Function Assigned to Entire staff as part of general philosophy

3. Current implementation at ARJC (Summarize)

On page 16 of the Faculty Manual under Primary Function of American River Junior College, Civic Training is listed with the following comments: "The community college must assume its share of responsibility for the improvement of our democratic form of government. As prospective or actual voters, college students should be equipped to evaluate proposed legislation and the platforms and qualifications of political aspirants. An understanding of the basic idea that 'Democracy is you' most be developed. A willingness to render public service as a leader, a follower, or both is vital. Since much of the success in civic training depends upon cultivation of attitudes rather than transmission of subject matter, a subtle or indirect approach is likely to be more productive than an (p.2,#6)

Based upon written policy yes where Board Policy Manual(p4) accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		66% B 33% InB	33% G 66% InB	CN 67(AI,SP)
S.P.		56% B&VB 37% InB	50% G&VG 37% InB	CN 56(SP,GA)
Fac.		30% B&VB 60% InB	50% G&VG 50% InB	SP 30--CN 60 (AI,SP)
Stu.		100% B	100% G	CS 100%

b. Comment summary - Administration (66% involved) No comment

Student Personnel (81% involved) Club work good but not enough student interaction with community.

Faculty (60% not involved) Certain classes and clubs are outstanding in this but do not feel it is of wide application.

Students (involved) The campus Interclub Council takes care of most of these activities. All interested clubs participate in various community services.

5. Is reaction of consistent with the Guidelines Survey	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist Nobody comes out too high on this. Consensis seems to be that the campus has stimulating political discussion but not enough students to participate. But the biggest weakness is the student's lack of interaction with the community.

6. Note empirical evidence submitted by staff when available:

a. Tutors supplied for disadvantaged youth study center.
b. Volunteers provided for mentally retarded centers
c. Student Speakers' Bureau
d. Certain clubs organized to stimulate controversy and discuss basic issues of citizenship.
e. Fall 1964 Symposium - "Political Man, A Definition"
f. Political Science required of all students for graduation.

(Current implementation at AHJC - cont'd from page 1)
attempt to instill ideals in predgested form. The total area of student activities affords unusual opportunities for civic training and should be organized to capitalize on same."

7. Recommendations:
Reexamination of this primary function to determine if the "subtle or indirect approach" is more productive than would be the case if more direct responsibility were given to faculty and administration for its development.

Submitted by Betty Robinson

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XIX

1. Function title Recreational Activity Function

2. Function Assigned to Associate Dean of Student Activities

3. Current implementation at ARJC (Summarize)

Drama and music productions, Hootenanny's, regularly scheduled Co-rec nights, men's Saturday intra-mural programs, women's recreational activities, interest clubs such as skiing and skin diving, and an active summer swimming program are currently available to students.

Based upon written policy yes where Board Policy Manual accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		67% B 33% InB	67% G&VG 33% InB	SP 67
S.P.		74 B&VB 26 InB	74% G&VG 26% InB	CN 43 (SP,CA)
Fac.		80% B&VB	70% G&VG	SP 30-CN 50 (AI,SP)
Stu.		100% B	100% G	CN 100(SP,CS)

b. Comment summary - Administration (67% involved) No comment

Student Personnel (62% not involved) Generally critical of intra-mural program. Too many spectators, not enough participation.

Faculty (60% involved) Limited by facilities

Students (involved) No comment

5. Is reaction of consistent with the Guidelines Survey	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist

6. Note empirical evidence submitted by staff when available:
Survey of student activities participation.

7. Recommendations:
Survey should be conducted to determine if ARJC has a responsibility to strengthen the intra-mural athletic program. Students living at home may be participating in recreational activities not connected with the college.

Submitted by Betty Robinson

Date February 25, 1965

Selected Student Personnel Function Number XX

1. Function title The Inter Collegiate Athletic Function

2. Function Assigned to Director of Athletics

3. Current implementation at ARJC (Summarize)
Faculty members are coaches. Policies set by Athletic Board of Control under California Junior College Association State Athletic Committee.

Based upon written policy yes where Board Policy Manual accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B&VB	100% G&VG	SP 67-CN 33 (GA,AI)
S.P.		100% B&VB	100% G&VG	CN 63(AI,SP)
Fac.		100% B&VB	100% G&VG	SP 20-CN 50 (AI,SP)
Stu.		100% VB	100% VG	CN 100(AI,SP)

b. Comment summary - Administration (100% involved) No Comment

Student Personnel (73% not involved) Very full program. Builds prestige in the community, but kept within the total facilities.

Faculty (70% not involved) Full program covers wide range of activities - good news coverage.

Students (involved) The various coaches hold these responsibilities. They work with the Athletic Board of Control. Financial assistance comes from the Student Association.

5. Is reaction of consistent with the Guidelines Survey	**YES**	**NO** x
Administration		x
Student Personnel		x
Faculty		

Explain major differences, if any exist All groups rated our program as more important than the Guidelines did.

6. Note empirical evidence submitted by staff when available:
Athletic Schedule for year as shown in Beaver Handbook.

7. Recommendations:
Continue program with the encouragement of as wide student participation as possible.

Submitted by Betty Robinson

Date February 25, 1965

ARJC
1/15/65

elected Student Personnel Function Number XXI

1. **Function title** The Health Appraisal Function

2. **Function Assigned to** School Nurse

3. **Current implementation at ARJC (Summarize)**
The college nurse is responsible for establishing and maintaining health services for all students; cooperate with the divisions of physical education, life science and physical science in developing a sound program of health education for all students; keeping health records, routine health check of students returning after absences; maintain first aid and rest facilities; assist in counseling health problems and other related activities.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B&VB	100% G&VG	SP 100%
S.P.		74% B&VB 26% InB	81% G&VG	SP 31-CN 56 (GA, SP)
Fac.	10% No Need 10% D't Have	60% B&VB 20% InB	60% G&VG 20% InB	SP 60-CN 30 (SP, GA)
Stu.		100% B	100% G	SP 100%

b. Comment summary - Administration (66% Not involved) No comment

Student Personnel (56% involved) As a counselor, I receive assistance from the nurse - students do also. We have a nurse on duty during regular semester calendar. A well staffed Health Center is open during the school day. We are advised of student illnesses and frequently consulted regarding health problems.

Faculty (80% not involved) Don't know how periodic or how detailed an appraisal is accomplished. Bulk of students live at home so this type of program is not vital.

Students (Not involved) At the time of registration health papers must be completed by each student. The health records are kept current throughout the school year.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist None

6. Note empirical evidence submitted by staff when available:

a. Health Center Report - 1963-64
b. Health Information Card
c. ARJC Report of General Medical Examination
d. Report of Medical Evaluation (completed by student)
e. Report of Medical Evaluation (completed by physician)
f. Form for result of Medical Evaluation
g. Mouth Injuries - Football, 1962
h. Excerpt from Annual Report, 1963-64

7. Recommendations:

The appraisal function of the Health Center is not clearly understood by general faculty. It is recommended that this information be included in both orientation and in-service workshops for staff.

Submitted by Lillian Gallichio

Date February 27, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXII

1. Function title The Health Education Function

2. Function Assigned to College Nurse & Divisions of Life Science, Physical Science & Physical Education.

3. Current implementation at ARJC (Summarize)

The college nurse cooperates with the divisions of physical education and of life science and physical science in developing a sound program of health education for all students. See attached description of program.

Based upon written policy yes where Board Policy Manual accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B	100% G&VG	CN 67%(SP, AI)
S.P.		87% B&VB	100% G&VG	CN 50%(SP, AI)
Fac.		60% B&VB 40% InB	70% G&VG 30% InB	SP 10-CN 90 (SP, AI)
Stu.		100% Ltd.	100% Poor	CC

b. Comment summary - Administration (67% Involved) No comment

Student Personnel (56% Not involved) Classes in health education, first aid, and water safety. School nurse frequently sends out brochurse regarding cancer, cigarettes and others. Perhaps information could be sent to the Beaver Staff when it is circulated to staff and also made available to students when they leave the Health Center.

Faculty (70% Not involved) No comment.

Students (Not involved) The only area which recognizes these activities is the First Aid class. Our campus has a great need for work along this line.

. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist None

6. Note empirical evidence submitted by staff when available:
   a. Excerpts from Annual Reports, 1961-62, 1962-63, 1963-64
   b. Health information regarding immunizations, health hazards, etc.
   c. ARJC Emergency Instructions
   d. Results of Hearing Test, Vision Screening Test

7. Recommendations:

   Continue current program. Work to strengthen liaison between the three areas involved.

Submitted by Lillian Gallichio

Date February 27, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXIII

1. Function title The Health Clinical Function

2. Function Assigned to Unassigned

3. Current implementation at ARJC (Summarize) The Student Health Center provides immediate services to students and faculty in case of accident or sudden illness. First aid services and a rest are provided by the clinic. Health examinations are provided for athletes by physicians contracted to act as consultants to the clinic. Immediate referral services are provided for emotional difficulties through the counseling center. The clinic is staffed by one registered nurse who has the Bachelor of Science degree and two clerks. Several doctors act as consultants for athletic injuries and special problems. A complete system of Health Records are kept for participating athletes and all students enrolled in Physical Education classes. Other pertinent information relating to the health of all students is filed in the Health Center.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.	67% DNProvide(33% Not Pressing) 33% Fairly Strong			CN 31(CA,SP)
S.P.	18%DNPrvde	36% B&VB 32% InB	66% G&VG	SP 30-CN 30 (CA,SP)
Fac.	30%DNPrvde 30%DNNeed	30% B&VB	60% G&VG	40%SP-CN 60 (CA,SP)
Stu.		100% B	100% VG	SP 100%

b. Comment summary - Administration (100% not involved) Not deemed to be a function of the college. We need to provide clinical assistance on campus for the treatment of emotional difficulties.

Student Personnel (76% Involved) Resources for emotional problems. Individual and group psycotherapy. First aid centers in each bldg. Wonder how far a j.c. should go in providing paysocotherapy. Some of these services are duplicated in public agencies. Group counseling is therapeutic for some students. The college provides an office space for an employment officer from the State Dept. of Employment. Could do a better job with emotional problems with more time.

Faculty (60% Not involved) Direct supervision by college nurse. Most students are local and this need not be provided. No physician on duty - Registered nurse yes.

Students (Not involved) No comment.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist None

6. Note empirical evidence submitted by staff when available:
   a. Confidential Form
   b. Verification of Absnece Due to illness

7. Recommendations:
   Investigate the possibility of providing more psychiatric assistance for emotionally distrubed students. If budget does not permit a full time clinical psychologist, the employment of a consulting psychiatrist should be considered.

Submitted by Lillian Callichio

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXIV

1. Function title Financial Assistance

2. Function Assigned to Dean of Student Personnel Services, placement counselor and the ~~Assistant Superintendent-Business~~

3. Current implementation at ARJC (Summarize)

The Dean in general handles financial assistance with the help of other staff, accounts being handled in the Business Office. The Placement Counselor assists students in meeting employment needs. More complete information attached.

Based upon written policy yes where Board Policy Manual accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B&VB	100% G&VG	SP 33-CN 67 (SP,GA)
S.P.		76% B&VB	80% G&VG	SP 13-CN 75 SP,GA)
Fac.		90% B&VB	100% G&VG	SP 30-CN 70 (SP,GA)
Stu.		100% VB	100% VG	CN 100 (SP,EM)

b. Comment summary - Administration (67% Involved) No comment

Student Personnel (63% not involved) Very good employment opportunities through full-time person from State Department of Employment. New "slush" fund for emergencies.

Faculty (70% not involved) Student Personnel Services provides full time job placement counselor who places many students in part time jobs.

Students (Involved) A full time California State employee is located on campus to help students in this area.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist None

6. Note empirical evidence submitted by staff when available:

a. ARJC Student Loan Application.
b. List of ARJC Loan Contributors.

7. Recommendations:

Careful consideration should be given to full participation in Federal NDEA program.

Submitted by Glenn Mapes

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXV

1. Function title Scholarship Awarding

2. Function Assigned to Dean of Student Personnel Services& Faculty Scholarship Comm.

3. Current implementation at ARJC (Summarize)
The faculty committee receives application and awards the scholarship under the guidelines provided by the Dean. The Dean, with the help of the Public Relations Officer seek funds for scholarships.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a.

Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% B	100% G&VG	SP 100%
S.P.		94% B&VB	94% G&VG	CN 56(SP,GA)
Fac.		90% B&VB	80% G&VG	SP 40--CN 60 (SP,GA)
Stu.		100% VB	100% VG	CN 100(SP,PR)

b. Comment summary - Administration (67% Involved) No comment.

Student Personnel (50% Involved) We have an active scholarship committee. The Dean of Instruction formerly sought new scholarships.

Faculty (60% Involved) A growing function, well administered.

Students (Involved) The Student Association provides twelve $50.00 scholarships during each year to help students financially as they continue their education at American River.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist None

6. Note empirical evidence submitted by staff when available:

a. Scholarships awarded at a banquet in late May.
b. ARJC Scholarship lists attached.

7. Recommendations:

Continuation of present program with emphasis on more, and larger amount, awards.

Submitted by Glenn Mapes

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXVI

1. Function title Campus Housing Function

2. Function Assigned to No one

3. Current implementation at ARJC (Summarize)
No on-campus housing.

Based upon written policy______ where______ accepted practice______

4a. Reaction to function

	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.	100% No need			
S.P.	87% No need			
Fac.	80% No Need			
Stu.	100% No need			

b. Comment summary - Administration Need for more emphasis doesn't appear at prese
but maybe it exists to some extent.

Student Personnel No resident housing but might make for a more collegiate atmosphere.

Faculty Not a "live-in" campus.

Students No need.

5. Is reaction of consistent with the Guidelines Survey	YES	NO
Administration	___	___
Student Personnel	___	___
Faculty	___	___

Explain major differences, if any exist Doesn't apply

6. Note empirical evidence submitted by staff when available:

7. Recommendations:

No action is needed at present

Submitted by Betty Robinson

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXVII

1. Function title Off-Campus Housing

2. Function Assigned to No one

3. Current implementation at ARJC (Summarize)
Associate Dean of Student Activities sees that a small file of available off-campus listings is available to interested students. No supervision or screening of listings is provided.

Based upon written policy ______ where ______ accepted practice yes

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		67% VLtd.	100% Ltd.	SP 100%
S.P.	40% No need	50% Ltd.	50% InB&Poor	SP 37%
Fac.	40% No need	40% Ltd.	30% Ltd.	SP 40%
Stu.		100% Ltd.	100% InB	SP 100%

b. Comment summary - Administration (67% not involved) No comment

Student Personnel Not a function.

Faculty Small need for this function - have little knowledge of activity, if any.

Students A file is kept on campus for students interested in housing facilities.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	___	___
Student Personnel	___	___
Faculty	___	___

Explain major differences, if any exist Doesn't apply.

6. Note empirical evidence submitted by staff when available:

7. Recommendations:

With the addition of several "supervised" housing facilities adjacent to the campus, it is recommended a study be made to determine if there is a need for more involvement of Dean of Student Personnel or one of his staff members.

Submitted by Betty Robinson

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number X XVIII

1. Function title Cooperative Placement

2. Function Assigned to No one

3. Current implementation at ARJC (Summarize)

Based upon written policy ______ where ______ accepted practice ______

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.				
S.P.				
Fac.				
Stu.				

b. Comment summary - Administration Do not have program at this time.

Student Personnel Referral service only. We are not involved in a work-study program.

Faculty An active program in some junior colleges in state but not developed here.

Students No comment.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration		X
Student Personnel		X
Faculty		X

Explain major differences, if any exist The college has not assumed the responsibility for providing the service.

6. Note empirical evidence submitted by staff when available:

At one time a merchandising cooperative program was in operation on campus in nearby retail stores, but it become too expensive to maintain.

7. Recommendations:

Establishment of cooperative work-study program in as many major fields as possible as soon as staff and facilities make such a program feasible.

Submitted by Glenn Mapes

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXIX

1. Function title Graduate Placement

2. Function Assigned to No one

3. Current implementation at ARJC (Summarize)
The placement counselor's basic responsibility is in the area of part time work for students or for full time employment for students dropping college. The only attempt to place graduates is done directly by instructor in Technical Vocational area.

Based upon written policy ______ where ______ accepted practice yes

4a. Reaction to function

	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.	33% Need	67% Poor	67% InB & Poor	CN 67%(CA,SP)
S.P.	30% Need		46% Poor	CN 55%(AI,SP)
Fac.		50% Poor	40% Poor	SP 30-AI 30
Stu.		100% Ltd	100% InB	CN 100(SP,AI)

b. Comment summary - Administration Very limited

Student Personnel Need to do much more in this area. This would help to sell our excellent vocational program.

Faculty Only in vocational trades and business areas.

Students No comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration		
Student Personnel		
Faculty		

Explain major differences, if any exist______________________________

6. Note empirical evidence submitted by staff when available:

The confusion in the answers would seem to indicate that this is an area which needs further explanation.

7. Recommendations:

Vocational studies in depth are needed. It is strongly urged that a follow up study of the terminal majors at ARJC be made to determine if a graduate placement program would be justified for the 20% who graduate in these areas. This may be an area where creative and visionary program development will be required.

Submitted by Glenn Mapes

Date February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXX

1. Function title Non-Student Counseling Function

2. Function Assigned to Not assigned

3. Current implementation at ARJC (Summarize)
Because of the limitation of staff time this service is not provided except upon special request. Both the Coordinator of Counseling and the Coordinator of Evening Division Counseling and Admissions see non-students by appointment and either assist when possible or make referrals to other community agencies when indicated. Counselors do meet with high school students upon request of the high school counselors. Vocational file maintained in library is open to public.

Based upon written policy ______ where ______ accepted practice yes

4a.

Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.	67% Dnt Have 33% Needed	33% Poor	53% Poor	SP 33%
S.P.	43% Dnt Have 32% N Need	20% B&VB 20% InB&Poor	24% G	SP 13%
Fac.	40% Dnt Have 20% N Need	30% VPoor	40% G&InB	SP 30%
Stu.	100% Dnt Have			

b. Comment summary - Administration (100% not involved) No comment

Student Personnel (24% involved) A very limited function, but our counseling services are available upon request to non-student members of community.

Faculty (40% not involved) Guidance personnel available for questions. Tutoring services are available through student organizations.

Students No comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	___	___
Student Personnel	___	___
Faculty	___	___

Explain major differences, if any exist Not applicable

6. Note empirical evidence submitted by staff when available:

7. Recommendations:

Additional non-student counseling services be provided if and when the need is demonstrated and finances become available. Educational counseling is a function which could be provided by a community college.

Submitted by Lorine Aughinbaugh

Date March 3, 1965

Selected Student Personnel Function Number XXXI

1. Function title The Program Articulating Function

2. Function Assigned to Instroctors, Counselors, Dean of Student Personnel & Coordinator of Counseling

3. Current implementation at ARJC (Summarize)

Student personnel workers all serve as members of the various committees that promote the functions of the college. Counselors act as liaison agents to interprete the junior college curriculum, social and athletic activities to the high schools in the area. The Coordinator of Counseling and members of the counseling staff attend regular articulation meetings with the state colleges and universities in the area. Faculty and counselors serve as members in many of the community organizations.

Based upon written policy yes where Board Policy Manual accepted practice

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		33% B 67% InB	33% G 67% InB	CN 100% (SP, AI)
S.P.	6% NPr.	62% B 20% InB	56% G&VG 31% InB	CN 68% (SP, AI)
Fac.		40% B&VB 46% InB	50% G&VG 50% InB&Poor	CN 80% (SP, AI)
Stu.		100% InB	100% InB	CN 100% (SP, PR)

b. Comment summary - Administration (100% Involved) Each instructor and administrator is involved in one or more committees and/or are advisors to student clubs or organizations. These committees cover every aspect of the college operation. (see page 2 number 6)

Student Personnel (63% involved) Good inspite of not too great encouragement or facilitation from top administration. Instructors respect and invite cross department speakers in class. Too much committee work made mandatory by administration, & information sheetis used to tabulate meetings attended, outside speaking engagements, etc. (see page 2, number 6)

Faculty Need more information on what happens to our graduates. We do a good job with the high schools. (70% involved)

Students (not involved) No comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist

6. Note empirical evidence submitted by staff when available:

High School Liaison Counselor Assignment Sheet

(Comment Summary - Administration - cont'd from page 1)

The division personnel have joint meetings with their counterparts at the local high school level and at the local college level. Each feeder high school is provided with a liaison counselor, and coordinating committees are maintained between the college and the high schools. A coordinating committee designs a meaningful, non-repetitive calendar of cultural and social events. These activities serve both the community and the student body. Informal contact is made with the high schools and the former students at senior colleges to evaluate the junior college program (Future plans call for a stronger program of followup of our former students)

Comment Summary - Student Personnel - cont'd from page 1)

We could increase articulation with junior college graduates, as well as inter division articulation. We could also increase and improve our articulation with the feeder high schools. There is an apparent need to develop and improve contact with our former students in senior colleges. We do make an attempt to entertain our high school counselors, but more effort could be made in this area.

7. Recommendations:

As the function has a wide assignment base, as committees are many and broad in scope, there is a need for better communication and understanding among all staff members as to their responsibility for program articulation. There is need for more direct coordination in this area.

A real need is also seen in the lack of follow up of former students. As soon as possible time should be made available to selected staff members to visit students at senior colleges and universities.

Submitted by Lillian Gallichio

Date February 27, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXXII

1. Function title The Alumni Supportive Function

2. Function Assigned to No one

3. Current implementation at ARJC (Summarize)
The Director of Public Information maintains a roster of former graduate students, develops and sends the alumni bulletin to them several times a year. Attempts have been made through the Student Activities office to organize the alumni, but to date the group has not been very active.

Based upon written policy ______ where ______ accepted practice yes

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		67% InB 33% Poor	33% G 67% InB	SP 33-PR 33 CN 33(SP,PR)
S.P.	60% NPrang	40% B&VB 31% InB	50%G&VG 24% InB 20% Poor	CN 43% (SP,PR)
Fac.		40% B&VB 50% InB	40% G&VG 60% InB	CN 70 (SP,PR)
Stu.		100% Ltd.	100% InB	PR 100%

b. Comment summary - Administration (100% Involved) Public Information office maintains a mailing list of 2000 graduates. Graduates receive about five mailings a year including three issues of ARJC News Review, containing news about the college and (see page 2, number 6)

Student Personnel (56% not involved) The Information office sends an alumni bulletin once every three months. There is a relatively inactive alumni association which meets ostensibly at homecoming. This function should become stronger as the college grows larger and older. This year the college has provided a secretary to handle all alumni supported functions. This is a function of student activity.

Faculty (70% not involved) No comment

Students (not involved) No comment

5. **Is reaction of consistent with the Guidelines Survey**

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist______________________________________

6. **Note empirical evidence submitted by staff when available:**

The ARJC News Review

(Comment Summary - Administration - cont'd from page 1)

Alumni; an invitation to Homecoming Week activities, and an annual public events brochure. The Alumni Reception is sponsored by the Student Association as a part of the Homecoming Week celebration. The Faculty Alumni Coordinator is an instructor in Business Administration who is a graduate and was the third ARJC Student Association President, Class '57. News releases are prepared for area news media on alumni activities.

7. **Recommendations:**

Submitted by Lillian Gallichio

Date February 27, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXXIII

1. Function title Student Personnel Evaluation

2. Function Assigned to Dean of Student Personnel Services & Asistant to President

3. Current implementation at ARJC (Summerize) Personal history information for each student is collected on his application for admission. This information is then coded and key punched into a student history card. Student characteristics are obtained by processing the history cards through the computer.

We recognise the need for streamlining various follow-up studies. At the present time, due to inadequate staffing for planning and implementation, we are conducting each study manually as a 'one-time-only' job.

Based upon written policy yes where Board policy Manual accepted practice ____

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		67% B 33% InB	67% G 33% InB	CN 67 (SP,GA)
S.P.		56% B&VB 37% InB	63% G&VG 30% InB	CN 62(SP,GA)
Fac.		50% B&VB 50% InB	80% G&VG	CN 70 (SP,GA)
Stu.		100% InB	100% G	SP 100%

b. Comment summary - Administration No comment

Student Personnel We have made continous studies of the characteristics of our students, but the college would benefit from increased feedback of students after leaving, success in jobs, in senior institutions, etc.

Faculty Weak on follow up studies

Students No comment

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration		X
Student Personnel		X
Faculty		X

Explain major differences, if any exist: Guidelines rate the student personnel evaluative functions as very important and necessary to the total college. Our ratings would indicate a strong need for development in this area.

6. Note empirical evidence submitted by staff when available:
   a. River College Folk, Fall 1964
   b. Accreditation Report - Follow up of Transfer Students

7. Recommendations:

A comprehensive and progressive program is needed and necessary as a basis for future curriculum planning and development. It is strongly urged that more attention be given to all aspects of institutional research.

Submitted by: Glenn Mapes

Date: February 25, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXXIV

1. Function title The In-Service Educational Function

2. Function Assigned to Dean of Instruction

3. Current implementation at ARJC (Summarize)

The Dean of Instruction develops an in-service training program for all new staff each year, as well as a leadership development program for all administrative staff. Each division chairman is responsible for in-service training in his division. The Coordinator of Counseling develops the in-service training activities as they are requested and needed by the counseling staff. Staff committees develop and work on special projects as needed.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		67% B	67% G	CN 67% (GA,AI)
S.P.		80% B&VB	70% G&VG	CN 56% (GA,SF)
Fac.		70% B&VB	60% G&VG 40% InB	CN 80% (GA,AI)
Stu.				

b. Comment summary - Administration (100% Involved) This function is largely organized by the Administration. In service training course is carried on for new instructors and an ongoing in-service program is designed for administrators. The division (see page 2, number 6)

Student Personnel (76% involved) The faculty do a considerable amount of work here even though the administration is reluctant to pay for attendance or allow time off. Only recently have lines of communication been opened between faculty and counselors. In-service training is conducted for new counselors. Research data should be shared among colleagues.

Faculty (70% involved) No pressing need.

Students (not involved) No comment.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist____________________________________

6. Note empirical evidence submitted by staff when available:
   a. Agenda, New Staff In-Service, Fall 1964
   b. Agenda - New Staff, Counseling

- -

Comment Summary - Administration - cont'd from page 1)
chairmen, each in his own way, operates in service training and encourages individual research. Educational journals are distributed in the division areas.

7. Recommendations:
The in-service training program be continued, with needs of college balanced by needs of staff members in planning of agenda.

Submitted by Lillian Gallichio

Date February 27, 1965

ARJC
1/15/65

Selected Student Personnel Function Number XXXV

1. Function title The Administrative Organizational Function

2. Function Assigned to Superintendent, Dean of Student Personnel Services and staff.

3. Current implementation at ARJC (Summarize)

This function is implementated through the Dean of Student Personnel's office. The Associate Dean of Student Activities and the Coordinator of Counseling cooperate with the Dean of Student Personnel to establish a registration procedure, admission procedures, counseling and student activities programs, hiring of staff, assignment of clerical assistance and other activities needed to maintain a student personnel program.

Based upon written policy yes where Board Policy Manual accepted practice ________

4a. Reaction to function

	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.		100% VB	100% G&VG	CN 67% (GA, SP)
S.P.	6% DNDo No need	76% B&VB	86% G&VG	GA 37-SP 37
Fac.		90% B&VB	86% G&VG	GA 70%
Stu.				

5. Comment summary - Administration (100% involved) The activities of the college are designed to foster the development and coordination of student services program. Guidelines come from the president of the college, however, both professional and (see page 2, number 6)

Student Personnel (50% involved) Perhaps with a new junior college district and the new Faculty Senate, peers will be able to assist in selecting new staff members. Recommendations from faculty members should be considered. The administration requests information regarding job description, budget requests from faculty (see page 2, number 6)

Faculty (60% involved) Need more faculty participation in selection of instructors.

Students (not involved) No comment.

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	X	
Student Personnel	X	
Faculty	X	

Explain major differences, if any exist Many of the answers were given for general administration, not administration of student services.

6. Note empirical evidence submitted by staff when available:

(Comment Summary - Administration - cont'd from page 1)

clerical staff members are consulted. Committees examine and make recommendations to the president. The supervisor of each area has the responsibility of developing and recommending a budget for his particular area in the curriculum. These budgets are screened and approved by the assistant superintendent in charge of business. Job descriptions are handled by the supervisor or administrator in charge of a particular section. Respective certificated staff members are interviewed by the president, the Dean of Instruction, and the division chairman. Classified staff are interviewed by the business manager.

(Comment Summary - Student Personnel - cont'd from page 1)

as approved. As a counselor, I was interviewed by Chairman of Guidance Department. Counselors do not participate in budget for equipment, supplies and books. Faculty opinion is solicited but once decisions are made requests for change are less valued.

7. Recommendations:

The recent addition of a Dean of Student Personnel Services to the Administrative staffwill now make it possible to coordinate all student personnel services and programs.

Submitted by Lillian Gallichio

Date February 27, 1965

SUMMARY OF STAFF RESOURCES INVENTORY

Fifteen student personnel staff members at American River Junior College completed the Staff Resource Inventory; these included the nurse, eleven counselors, and three student personnel administrators. Stability of the staff is indicated by the number of years they have held their present position: two,years,one; three years,five; four years,four; five, six and seven years each,one; nine years,two. Previous positions which these staff members held included teacher, counselor, nurse, social worker, probation officer, research specialist, and salesman.

All of the above are full time college staff members, all are employed 50% or more in student personnel activities and all classify themselves as professional student personnel workers. Three came to our staff from university teaching and student personnel work, the rest from teaching and student personnel work in secondary and elementary schools.

Batchelor degrees; five from the University of California, two from San Francisco State, and one each from University of Colorado, Colorado State, Miami University, Long Island University, City College of New York, South Eastern State University, and the University of Texas. The undergraduate major for five of the fifteen was psychology, with others in fields of engineering, business, nursing, physical education, history, social science and math. Three received degrees between 1930-34, two between 1935-39, six between 1945-49, three between 1950-54, one between 1955-59. All are mature individuals who have had a least fifteen or more years of training and experience following the receipt of the Batchelor's degree. Thirteen of the fifteen hold a Master's degree, one has a Ph.N., one will complete a Master of Arts degree in the near future. All have taken advanced graduate work or attended a specialized workshop in the field since 1962. All of the counselors hold a California Pupil Personnel Credential.

During their training, ten of the fifteen staff members had been enrolled in a supervised practicum, seven in the area of counseling and three in student personnel and counseling. Distribution of graduate credits show 12 had work in interview techniques, nine in clinical testing, 13 in educational testing, nine in group guidance, and 11 in occupational information. Fourteen had completed cognate courses, thirteen research methodology courses, and eight in junior college education courses. Their choice of most significant course was either counseling practicum or counseling psychology.

Twenty-eight professional organizations were listed and it is to be noted that seven were members of the American Personnel and Guidance Association, eight of Sacramento Area Personnel and Guidance Association, four of the California Counseling and Guidance Association and two of the California Junior College Student Personnel Association. Two belong to the American Psychological Association, three to the Sacramento Valley Psychological Association and one each to California Psychologists Association and the Western Psychologists Association. Attendance at professional conferences would indicate that membership in the above organizations is active, not passive. Eleven staff members had attended a national conference within the past three years, ten a regional conference, and twelve a state conference.

If training, experience, and professional interest can be used as criteria for a competent staff, the American River Junior College student personnel staff members who completed the questionniare are a superior group in every way. The members of the Research and Analysis Team and the first year staff members who did not complete the Staff Resources Inventory also have comparable experience and educational backgrounds.

Summary and Recommendations

The data collected on each of the thirty-five student personnel functions as presented in the inventory was found to be too diverse to be really helpful in its present form. Following a suggestion made by Dr. Max Raines at the 1965 February meeting of Center Coordinators in Los Angeles, the functions have been grouped into the following seven areas for purposes of study and recommendation:

Orientation
Appraisal
Control
Consultative
Involvement
Service
Integrative

1. Orientation

The functions under this heading include pre-college information, student inductive, occupational information (including what the college offers) and group orientation.

There was general agreement that the pre-college information and group orienting functions are broad in scope and good in quality, although continued development will be necessary to keep programs alive. The students feel that the student inductive function was broad and good but the administrators, faculty and student personnel staff all agreed that improvement was needed. The use of student assistants during the summer was recommended.

Had the Occupational Information function been divided into information about what the college offers and information about future careers which students are given while in college, the ratings might have been quite different. Students are given a great deal of information about what is offered by the high school counselor, by the junior college counselors, and by the faculty in academic areas. However, the function was rated as fair or poor by everyone when rated on the basis of career information given to students in attendance. The specific recommendation given at the end of function XI should be carefully studied.

2. Appraisal

The functions under this heading include educational testing, applicant approval, personal records, health appraisal, and basic skill diagnosis.

The appraisal functions are all rated broad in scope and good in quailty. Recommendations in this area include 1) more research related to the data collected, 2) more clerical assistance in personal record area (counseling) and 3) more information given to entire faculty about the health appraisal function of the American River Health Center.

3. Control

The functions under this heading include student registration, academic regulatory and social regulatory.

Registration was rated broad in scope and good in quality, even by the students. The academic regulatory function was well understood, but the student personnel staff expressed a desire for more involvement in the recommendation of academic standards and procedures. The social regulatory function, which is normally handled by the students themselves under the direction of the Associate Dean of Students, was rated less high than the other areas of control except by the students themselves.

It was evident from the comments that the total program of social control is not well understood by the college staff and it may be that information rather than change is indicated.

4. Consultative

The functions under this heading include the applicant consulting function, the student advisory function, and the student counseling function.

All respondents agreed that the scope of the student applicant function was very broad and very good, but faculty felt that more subject area specialists should be used to assist in pre-registration counseling. The same comments were noted under the student advisory system; however, the administration and the students were in agreement that this function was both broad and good.

The student counseling function was rated high by everyone but the student personnel staff doing the work. Either this is a reflection of a competent staff's desire to do an even better piece of work or it is a reflection of a philosophical difference. The members of the staff who have been clinically trained, tend to feel that counseling is an activity which should be reserved for students with personal problems while others feel that all students should be provided with educational, vocational, and personal counseling.

5. Involvement

The functions under this heading include the co-curricular, student self government, citizenship activities, recreational activities, and athletics.

There was almost unanimous agreement that the co-curricular student government, and athletic programs are broad in scope and good in quality. The lower ratings on both recreational and citizenship activities would suggest that careful study should be given to these areas.

In the recreational area it is recommended that a survey be conducted to determine if American River Junior College should take a greater res-onsibility in this area. Students living at home may be participating in recreational activities not connected with the college, but through other community groups.

Although the entire staff is responsible for the development of "citizenship attitudes", the reexamination of this primary function is strongly urged. An attempt should be made to determine if the "subtle or indirect approach" is more productive than would be the case if more direct responsibility were given to faculty and administration for its development.

6. Services

The functions under this heading include financial assistance and scholarship awards; placement, both cooperative and graduate; health, educative and clinical; housing, on and off campus; basic skill development; and non-student counseling.

In general, the functions listed under this category show the greatest need for study and development. Need will have to be determined and the expenditure of funds for these purposes will have to be justified.

Scholarship awarding was the only function truly rated as broad in scope and good in quality. Financial assistance was also rated fairly high, but when reading the comments it became apparent that it was rated on the basis of the presence on the campus of a full-time employee of the state department of employment who places as many students as possible in part-time jobs. Financial assistance of grants, loans, and work-study programs were not the criteria considered.

One striking difference of opinion appeared in the health educative function. The administration and student personnel staff rated it high while the faculty and students scored it either fair or poor. The difference may be more closely related to an understanding of the function (all students are required by law to take a course in hygiene) than to its actual implementation.

The same type of difference seemed to exist also in the basic skill development function. Students felt it was very well covered, while only three-fourths of the faculty and student personnel staff and one-third of the administrative staff concurred. To what extent this program should be expanded at the junior college level will need to be balanced by other community resources.

6. Integrative

The functions under this heading include program articulating function, alumni supportive function, in-service training, student personnel evaluation, and the administrative organizational function.

In all of the above functions the ratings were less high (usually fair or poor) and there was less concensus about the function and its implementation.

The faculty and student personnel staff feel we need a great deal more information about what happens to our graduates. A stronger alumni program might supply some of this information. Faculty, especially, felt that more time should be spent in articulation, especially with senior colleges. Student personnel felt more needed to be done on an intra-campus level.

Although the administrative organizational function was rated rather high by most respondents, the comments indicated the thinking had been directed toward general rather than student personnel administration. Confusion on this topic is quite clear when one student personnel staff member answered that not only did we not have an administrative organization but none was needed!

GENERAL SUMMARY

The student personnel self-study at American River Junior College confirmed the fact that the program is wide in scope and of better than average quality. It is better understood by all segments of the college population than had been formerly assumed, but there are areas where real effort is still needed in interpretation and understanding. The Service and Integrative Functions need a great deal more study and development as many functions under these two categories either are not done at all, or if done, are not of the scope and quality of the rest of the program. Research was recommended in many areas; possible need for student recreational facilities, development of local normative test data, strengthening vocational and career activities, current implementation of citizenship development, and the need for a continual program of evaluation of all facets of the American River program, through follow-up study of our graduates.

In addition to the specific recommendations for program improvement as outlined above, some related information was gained which also may influence administrative action in the future; (a) job assignments are not as complete or as well spelled out in all areas as had been supposed, (b) the difference of opinion among certain members of the student personnel staff carries more emotional overtones than had been anticipated. Some members wish to move forward too rapidly and make changes without reference to past experience, and (c) there appears to be an inability of other members to accept procedural changes without feeling a sense of personal threat. All changes recommended will have to take into consideration the understanding and reaction of the entire staff.

If any or all of the above recommendations are undertaken as a result of this student personnel self-study, the time and effort expended will have been more than worthwhile. A better than average program will be given an opportunity to move toward excellence.

PLANNED FOR IMMEDIATE ACTION

The Final Report will be distributed to all participants.

A meeting of the student personnel administrative staff will be called to consider the findings and recommendations. It is anticipated that a long term program of action will be recommended for implementation to the Board of Trustees.

Appendix A

	Past	Present
Characteristics	Fall 1959	Fall 1964
Total Enrollment - October 1	1791	3981
Age		
29+	16.0%	8.3%
17, 18, 19	51.6%	66.2%
Semester of Attendance		
1	53.5%	53.9%
3	22.7%	18.1%
5	5.1%	7.6%
6+	1.0%	3.0%
Type of Program (statement at entrance)		
Terminal	23.3%	21.9%
Transfer	66.4%	57.5%
Undecided	10.3%	20.6%
Ability Levels		
SCAT Median		
Transfer	V 48 Q 45	V 59 Q 50
Terminal	V 35 Q 35	V 32 Q 29
High School		
Local	54.3%	71.1%
Other	45.7%	28.9%
Unit Load		
15+	31.8%	16.9%
12-14	30.0%	46.1%
1-11	38.2%	37.0%
Drop out during semester	Spring 1960 15.9%	Spring 1963 10.1%

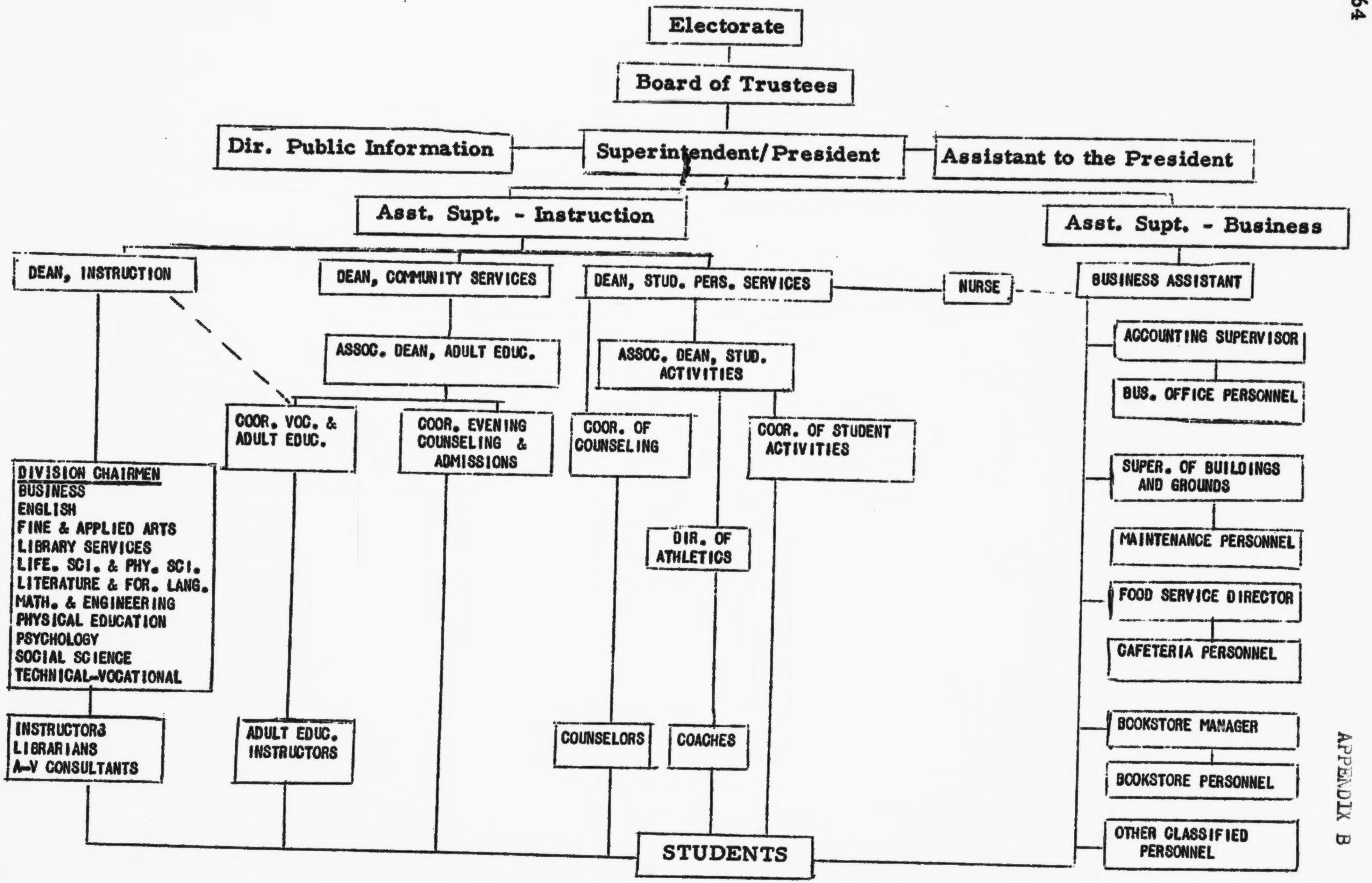
Percentage of students working part time to full time - - estimate 66 2/3%

Probation Policy	1957-58	1964-65
Entrance	none	2.0 last 2 yrs. in high school
Retention	1.5	2.0
Graduation	60 units 120 grade points	60 units 120 grade points

8/64

APPENDIX B

ARJC ADMINISTRATIVE ORGANIZATION


Electorate
Board of Trustees
Dir. Public Information
Superintendent/President
Assistant to the President
Asst. Supt. - Instruction
Asst. Supt. - Business
DEAN, INSTRUCTION
DEAN, COMMUNITY SERVICES
DEAN, STUD. PERS. SERVICES
NURSE
BUSINESS ASSISTANT
ASSOC. DEAN, ADULT EDUC.
ASSOC. DEAN, STUD. ACTIVITIES
ACCOUNTING SUPERVISOR
BUS. OFFICE PERSONNEL
COOR. VOC. & ADULT EDUC.
COOR. EVENING COUNSELING & ADMISSIONS
COOR. OF COUNSELING
COOR. OF STUDENT ACTIVITIES
DIVISION CHAIRMEN
BUSINESS
ENGLISH
FINE & APPLIED ARTS
LIBRARY SERVICES
LIFE. SCI. & PHY. SCI.
LITERATURE & FOR. LANG.
MATH. & ENGINEERING
PHYSICAL EDUCATION
PSYCHOLOGY
SOCIAL SCIENCE
TECHNICAL-VOCATIONAL
SUPER. OF BUILDINGS AND GROUNDS
DIR. OF ATHLETICS
MAINTENANCE PERSONNEL
FOOD SERVICE DIRECTOR
CAFETERIA PERSONNEL
INSTRUCTORS
LIBRARIANS
A-V CONSULTANTS
ADULT EDUC. INSTRUCTORS
COUNSELORS
COACHES
BOOKSTORE MANAGER
BOOKSTORE PERSONNEL
OTHER CLASSIFIED PERSONNEL
STUDENTS

MEMORANDUM

TO: Boettcher, Burris, Holt, Scott, Quint, Williams, Stewart, Solomon, McCracken, Neasham, Shadley, Cole, Phillips, Lefkow, Parker, Milikien, Dolan, Keuter, Phares, Swinehart, Stockdale, Taylor, Young, Posehn, McGowan, Olsen, Slater, I. Young, Weills, Lyles, Aughinbaugh, E.Jones, Gallichio, Mapes, Robinson

FROM: Robert E. Allerton, Dean of Student Personnel

SUBJECT: Self Study Committee

As you know, American River Junior College has been selected as one of the six junior colleges in the nation to serve as a Developmental Center for the national study of student personnel work sponsored by the Carnegie Foundation.

Phase I of the study requires, before December 15, 1964,

A. A self study in depth.

B. An outline of a student personnel project to be undertaken in depth. (By February 15th the project proposal is to be ready for presentation to the U.S. Office of Education for approval and, if approved, funds.)

Your help is needed in Phase IA at this time. A true self study must tap all facets of the college: administration, student personnel, all instructirial divisions, classified staff, and, where possible, students. A general meeting of all participants has been called for the FACULTY HOUSE at 2:00 ON MONDAY, NOVEMBER 23, 1964. If you are unable to attend at that time, but are interested in participating, will you please contact my office so that arrangements can be made to reach you at a later time. Division Chairmen who are unable to attend may wish to send a representative from their division.

If you cannot participate because of other commitments, will you please contact my office so that a substitution can be made in your category.

General Evaluation Team (2 hours per person)

Kenneth D. Boettcher, President
Douglas W. Burris, Dean of Instruction
H. Deon Holt, Director of Public Information
Arthur V. Scott, Coordinator of Evening Counseling and Admissions
Louis Quint, Coordinator of Vocational and Adult Education
Lawrence Williams, President Faculty Association - Division Chairman Business
Owen Stewart, Chairman Faculty Senate
Will Solomon, Counselor
Geraldine McCracken, Counselor
Mary Lou Measham, Counselor
Janeth C. Shadley, Counselor
Harry Cole, Counselor
Alfred W. Phillips, Counselor
Daniel Lefkow, Counselor
Richard Parker, Counselor
Herbert Milikien, Counselor
Gene D. Dolan, Chairman, Fine and Applied Arts Division
Joseph Keuter, Chairman, Literature and Foreign Languages
Hugh Phares, Chairman, Technical-Vocational Division
D. Bruce Swinehart, Jr., Chairman, Life and Physical Sciences Division
Gale Stockdale, Chairman, Mathematics and Engineering Division
Robert L. Taylor, Chairman, Physical Education Division
Miriam Young, Chairman, English and Journalism Division
Norris Posehn, Student Association President

Student Personnel Staff
Evaluation and empirical evidence whenever possible (5-6 hours per person)

Robert E. Allerton, Dean of Student Personnel Services
Ruth McGowan, Recorder
Ralph Olsen, Associate Dean, Student Activities
Norma J. Slater, Coordinator of Student Activities
Isabelle Young, College Nurse
Audrey D. Weills, Counselor
R. Dan Lyles, Chairman, Psychology Division

Report and Analysis Group (4 hours except for chairman)

Lorine A. Aughinbaugh, Chairman, Coordinator of Counseling
Emil B. Jones, Statistical Advisor, Chairman of Social Science Division
Lillian M. Gallichio, Counselor
Glenn C. Mapes, Counselor
Elizabeth Robinson, Counselor

APPENDIX D ARJC
1/15/65

Selected Student Personnel Function Number ____________

1. Function title ____

2. Function Assigned to ____

3. Current implementation at ARJC (Summarize)

Based upon written policy ______ where ____________________ accepted practice ________

4a. Reaction to function	NEED	SCOPE	QUALITY	OPER. CLASS.
ADMIN.				
S.P.				
Fac.				
Stu.				

b. Comment summary - Administration ____

____

____

Student Personnel ____

____

____

____

Faculty ____

____

____

Students ____

____

____

5. Is reaction of consistent with the Guidelines Survey

	YES	NO
Administration	___	___
Student Personnel	___	___
Faculty	___	___

Explain major differences, if any exist____

____

____

6. Note empirical evidence submitted by staff when available:

7. Recommendations:

Submitted by______________________________

Date______________________________